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ABSTRACT

Results of Metropolitan Life Foundation's Educational Awards for Institutional Self-Study program are provided. The objective of the program was to help four-year colleges and universities conduct studies on key problems and opportunities. Of the 546 institutions that submitted proposals, 28 were awarded grants totalling $227,600. The purpose and results of the 28 self-studies are reported, along with the name of the project director and the amount of the grant. The proposals covered the following categories: resource allocation and planning; curriculum review and development; physical development and resource centers; advising and support services; needs (not purely academic) of specific groups; and market research, admissions, and public relations. Over the 3 years of the awards program, prominent issues were the need for long-range planning, the importance of market research, and the desirability of developing physical and academic resources. Criteria for judging the proposals included originality, the competence of staff, the reasonableness of the plan for the institution, and the applicability to other institutions. The judges and their affiliations are identified, along with an index of awards by year for 1980, 1981, 1982. (SW)

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METROPOLITAN LIFE FOUNDATION EDUCATIONAL AWARDS FOR INSTITUTIONAL SELF-STUDY

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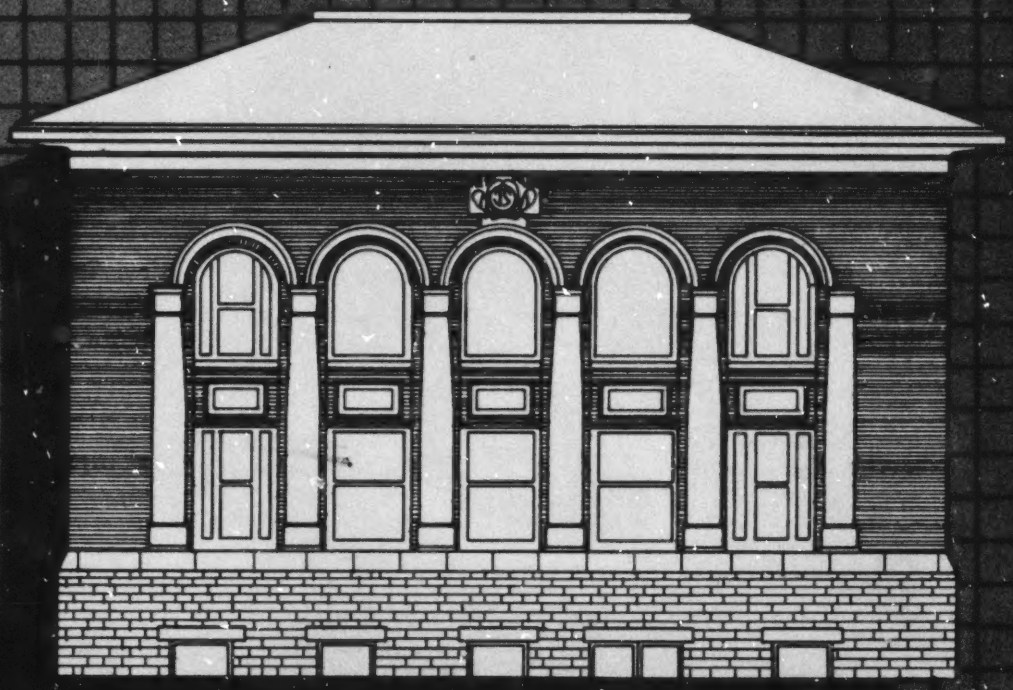

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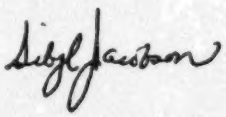
We are pleased to provide you with the findings of Metropolitan Life Foundation's Educational Awards for Institutional Self-Study. The three-year program was established to enable selected four-year colleges and universities engage in self-study to help them better respond to contemporary problems and opportunities. Most of the studies were completed in 1983, but some are still in progress.

This program received the 1980 CIT Financial Corporation's annual award, administered by the Council for Financial Aid to Education, for innovative support of higher education.

The following pages describe the educational awards program and its results. The participants achieved a great deal with the modest support provided by the awards, and we hope this booklet will be helpful to institutions everywhere in developing their own self-study programs.



President
Metropolitan Life Foundation
September 10, 1984

Introduction

The objective of the Metropolitan Life Foundation's Educational Awards for Institutional Self-Study was to help colleges and universities conduct studies on key problems of concern to their administrations. Many of these problems had been intensified by recent fiscal difficulties, demographic changes, social pressures, and the challenges posed by a vocational approach to education.

Two results were desired from the program. First, that the studies' findings would help participating institutions to solve their own problems and, second, that the information obtained from the studies would be useful to other institutions facing similar problems.

The program was open to regionally accredited colleges and universities in the United States and Canada, with a total of 1,500 institutions invited to participate on a geographically rotating basis. Of those, 546 submitted proposals and 28 were awarded grants totalling $227,600.

Categories of Proposals

Proposals were awarded as follows (parentheses indicate award recipients):

CATEGORY	1980	1981	1982	TOTAL
Resource Allocation and Planning	34(3)	23(1)	27(1)	84(5)
Curriculum Review and Development	87(2)	64(6)	67(3)	218(11)
Physical Development and Resource Centers	26	12	12(1)	50(1)
Advising and Support Services	38(2)	15	8	61(2)
Needs (not purely academic) of Specific Groups	38(2)	17(2)	34(4)	89(8)
Market Research, Admissions and Public Relations	10	14(1)	20	44(1)
Total Proposals	233	145	168	546
Award Recipients	9	10	9	28

Year and Region of Eligibility

1979-80 Middle States Association of Colleges and Schools, the New England Association of Schools and Colleges, and the Association of Universities and Colleges of Canada.

1980-81 Northwest Association of Schools and Colleges, the Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges.

1981-82 North Central Association of Colleges and Schools.

Criteria for Judging

In considering submissions, the judges looked for originality, the competence of those who would implement the program, the reasonableness of the plan for the institution, the social and educational significance of the plan and its applicability to other institutions.

Committee of Judges*

Martha E. Peterson (Chairman, 1980)
President
Beloit College

W. Allen Wallis (Chairman, 1981 and 1982)
Chancellor
The University of Rochester

Daniel Bell, Ph.D.
Henry Ford II Professor of Social Sciences
Harvard University

John J. Creedon
Chairman of the Board
Metropolitan Life Foundation

Gilbert W. Fitzhugh
Retired Chairman of the Board
and Chief Executive Officer
Metropolitan Life Insurance Company

Stephen R. Graubard, Ph.D.
Professor of History
Brown University and Editor,
Daedalus

Mina Rees, Ph.D.
President Emerita
Graduate School and University
Center
City University of New York

Olin C. Robison, Ph.D.
President
Middlebury College

*Members are listed with their titles at time of service on the committee.

The Proposals

A survey of the 546 proposals received over the three years of the awards program revealed a widespread concern with the changing composition and interests of student populations.

For instance, proposals for the 1980 awards dealt largely with the problems of student attrition and the need for basic skills programs in the curricula. In 1981, the emphasis shifted to difficulties faced by nontraditional students, especially those returning to school from the labor market. In 1982, interest was focused on the problem of providing graduates with marketable skills.

However, several issues remained prominent for all three years—the need for long-range planning, the importance of market research, and the desirability of developing physical and academic resources.

Following are summaries of the projects by category. A complete listing of the 28 awards by year of award appears at the end of this report.

Resource Allocation and Planning

COLUMBIA UNIVERSITY, New York, N.Y.
- $10,000 -
E. Kirby Warren, Project Director

Purpose:

to use faculty committees, as part of a long-range strategic planning project of the Graduate School of Business, to study admissions policies and faculty manpower needs for the future.

Results:

The Admissions Policy Committee reviewed current admissions policies relative to changing student demographics and corporate demand for managers and technicians. Extensive projections were explored comparing the demand for and availability of M.B.A.s, and a report outlining implications for future recruitment and admission of applicants was presented to the Dean's Planning Group. A mathematical projection of M.B.A. enrollment nationwide through the 1980s and 1990s was also derived from this study.

The Manpower Planning Policy Committee studied the implications of the school's strategy regarding future faculty size and composition. It considered resource needs, research opportunities and support, and desirable student/faculty ratios, and studied comparative data on the leading business schools in the country. Some of the committee's recommendations for senior-level faculty salaries were adopted in the 1981-1982 budget. This committee also analyzed faculty size at various student/faculty ratio levels and faculty distribution among the academic divisions of the Graduate School of Business.

Substantial progress was made in developing a strategic plan for the school based on the committees' research and analysis.

DUKE UNIVERSITY, Durham, N.C. - $10,000 -
Susan H. MacDonald, Project Director

Purpose:

to continue its "Planning for the Eighties" effort by establishing committees to study existing programs and future goals in the areas of nursing education, interdisciplinary programs and early retirement.

Results:

The board of trustees decided to discontinue existing nursing programs as of 1984 and establish a Nursing Task Force to develop new directions for nursing education. The board accepted the task force's proposal to create two new programs in nursing education: a Master's program offering either a clinical specialty or management skills and a hospital-oriented program in a clinical specialty. The details of these programs are being worked out by a Medical Center planning group.

The trustees replaced the Department of Education with a Program in Education. To help with the transition of this program and its future planning, Dr. Fred Crossland—retired program officer for higher education at the Ford Foundation—has joined the university as Special Assistant to the Provost.

A faculty committee reviewed alternative early retirement proposals, with the hope of starting an early retirement program.

McGILL UNIVERSITY, Montreal, Que., Canada - $10,000 -

Edward J. Stansbury, Project Director

Purpose:

to enhance a self-study project under way to plan the university's response to a rapidly changing environment marked by decreasing enrollments, inflation, government retrenchment, and changes in the student body.

Results:

The University Planning Commission and its Academic Policy Committee merged to ensure coordination of the self-study. The new committee proposed an improved plan to evaluate existing programs both for quality and for their relationship to the mission of the university. Foundation funds supported visits by consultants in the developmental phases of this plan.

A Budget Task Force worked over the summer of 1981 to examine and recommend avenues the university should explore to adjust to new budget realities created by the Quebec government's decree of a four-year budget compression for all universities in the province. Also, the university decided to launch a major fundraising campaign to reduce its dependence on government financing. The revised mission statement resulting from the self-study program formed the basis of the theme statement for the campaign.

MOUNT HOLYOKE COLLEGE, South Hadley, Mass. - $10,000 -

Joan B. Davis, Project Director

Purpose:

to conduct a series of internal studies on faculty retirement that would take into account short-term difficulties posed by legislation raising the retirement age to 70.

Results:

The award was used to establish a formal long-range planning effort. Part of the funds were used to carry out tenure ratio projections through the year 2000. The rest were used to support the college's first year of use of an interactive modeling system. One planning model of the operating budget was developed and another is being devised to improve understanding of the budgetary effects of student aid policies and procedures.

Tenured positions were studied and the decision not to increase faculty size was considered. A survey of 29 faculty members who would reach age 68 by the year 2000 revealed that 39 percent of them would like to retire before or at age 65. Accordingly, an early retirement plan was developed and approved both for faculty members and administrative officers.

Data developed from the projection of tenure ratios indicate that under favorable conditions the ratios would increase to 70 percent by 1993 and remain at or near that level through 2000. But if the new Early Retirement Plan is effective, the tenure ratio may not climb that high.

MOUNT SENARIO COLLEGE, Ladysmith, Wis. - $5,000 -

Dr. Paul Meszaras, Project Director

Purpose:

to analyze the critical factors that affected the college's student retention rates over the last five years, and to recommend actions based on the results.

Results:

Most of the college's students are drawn from the local area—in the 1981-1982 school year, for instance, about 65 percent of the 503 students were local residents. The majority are rural youths or American Indians from Wisconsin tribes.

An examination of retention levels of classes entering the college between 1978 and 1981 revealed that ACT scores and high school rank are reliable predictors of first-semester grades but not of retention. The record demonstrates that better students do not remain at the school significantly longer than do poorer ones. It also shows that club participation is linked to retention among the better students and that first-semester grades are closely related to the retention of Native Americans.

Based on this study, the college is considering expansion of its extracurricular and remedial programs.

Curriculum Review and Development

BRYN MAWR COLLEGE, Bryn Mawr, Pa.
- $5,000 -
Mary Maples Dunn, Project Director

Purpose:

to study the feasibility of implementing a combined A.B./M.A. degree program, to be completed in four or five years, for students with advanced preparation in a subject and for returning students and transfer students, for whom a saving of time and money is a consideration.

Results:

A graduate assistant was hired to conduct research on comparable A.B./M.A. programs and to prepare guidelines, should such a program prove feasible. Information from other institutions, including Yale, the University of Pennsylvania, Brown, Vassar and Cornell, and research into the marketability of the M.A. degree demonstrated the value of this approach.

The college subsequently approved a program to enable exceptional undergraduates to begin work toward an M.A. degree. To qualify, students must maintain a high grade average and their plan of study must be approved by both undergraduate and graduate faculty and administrative personnel. The requirements may be completed in four or five years.

In 1981-1982 Bryn Mawr had four students enrolled in the combined A.B./M.A. program; two in French, one in math and one in an undergraduate political science/graduate history program. The college is investigating the possibility of developing similar A.B./M.A. programs in cooperation with other institutions.

CALIFORNIA STATE UNIVERSITY, FULLERTON, Fullerton, Calif. - $10,000 -
Dr. David L. Walkington, Project Director

Purpose:

to study the impact of extended education offerings.

Results:

The research, which is near completion, addresses:

1. The characteristics of students who enroll in intersession/summer session classes and whether these students also enroll in regular terms.
2. Whether academic standards differ between courses taught in the two types of sessions, and if the academic performance of students in intersession/summer session corresponds to their performance during regular terms.
3. The characteristics of courses taught in intersessions/summer sessions.
4. Faculty perceptions of extended education.

Data on which to base recommendations are being gathered through interviews, surveys and examination of student transcripts and course records.

CONVERSE COLLEGE, Spartanburg, S.C.
- $5,000 -
Frederick F. Ritsch, Jr., Project Director

Purpose:

to initiate a project to integrate liberal arts education and career education.

Results:

A conference on the liberal arts and career education was held in September 1981 for the college's faculty, administrative personnel, trustees, guests from neighboring academic institutions and representatives from business and industry. The keynote speakers were O.B. Hardison, Jr., Director of the Folger Shakespeare Library, and Henrietta Humphreys, Vice-President of the Crocker National Bank of San Francisco. Sessions were devoted to programs for liberal arts majors and career education at Furman University and Davidson College. Panel presentations and discussions explored the special needs and opportunities for liberal arts majors in professional schools, business, industry, and government.

In October 1981 a two-day conference was held at

Camp Eva Good for 25 persons representing each department and/or academic area of the college. A discussion session on the conference's recommendations was held November 16, 1981, for the participants, the college's president, the vice-president for academic affairs, finance and student affairs, and the dean of the school of music.

Twenty-six recommendations were drafted in the course of these discussions. Those immediately implemented included publication of an internship bulletin, increasing the number of persons from various careers brought on campus, and development of more effective means of bringing Converse students into contact with them. Longer term recommendations include faculty development, building alliances with other institutions and developing long-range planning for liberal arts and careers.

EVERGREEN STATE COLLEGE, Olympia, Wash. - $10,000 -
Barbara L. Smith, Project Director

Purpose:

to convene a national conference for collective self-study of the experimental alternative higher education programs of the 1960s and 1970s.

Results:

The conference, which was jointly sponsored by the Metropolitan Life Foundation and the Koppers Foundation, was held at Evergreen State College in September 1981. People from 46 different colleges throughout the United States attended.

The conference proceedings represented an important addition to the limited material available on the experimental colleges of the 1960s and 1970s. Conference papers were edited for inclusion in **Against the Current: Reform and Experimentation in Higher Education,** published by the Schenkman Publishing Company in 1984. A comprehensive list of experimental colleges not represented at the conference was included in the publication as a basic reference source.

The conference produced a network of alternative colleges that will be maintained through a mailing list and ongoing activities, and brought together contemporary participants with those who took part in the experiments of 20 years ago.

It also provided an important forum for self-examination. Evaluation by attendees indicated it was highly useful in terms of generating new ideas about faculty development, curricular design, the needs of special populations, and means of setting personal and institutional goals for improvement.

HARVEY MUDD COLLEGE, Claremont, Calif. - $2,600 -
Theodore Waldman, Project Director

Purpose:

to fund a faculty study of the college's humanities and social sciences program, which would complement the institution's engineering and physical science programs.

Results:

Meetings attended by members of the department of humanities and social sciences were held in October 1981 and March 1982.

The following topics were explored:

1. Freshman courses and their relationship to the department's curriculum for the sophomore through the senior years.
2. Problems of departmental advising. (This department advises the entire student body.)
3. The results of the first senior seminar for graduating students.
4. Advanced courses in writing, including scientific and technical writing.
5. Jointly taught courses with sister Claremont colleges.
6. The newly created Hixon Chair in the Humanities. Determining the field of the candidate and his or her responsibilities to the college. Eliciting the information needed before taking nominations and applications.

Discussion of these topics led to decisions that were implemented immediately after the meeting. Others required further refinements, which formed the agenda of the 1982 meeting.

LAWRENCE UNIVERSITY, Appleton, Wis.
- $5,000 -
J. Michael Hittle, Project Director

Purpose:

to study the nature and place of the arts at Lawrence University.

Results:

A study group was formed to seek ways of strengthening the arts and giving them greater prominence on campus. To accomplish this, the group proposed a three-step process: a critical analysis of the current state of the arts program, a review of possible future courses of action, and consultation with outside parties to gain new insights and to test their conclusions.

The study group made substantial progress on the first two steps, but was unable to visit other campuses or to bring appropriate outside consultants to the Lawrence campus by the end of the spring term. It was therefore necessary to delay step three.

The study group identified a number of significant problems facing the arts at Lawrence, ranging from programmatic deficiencies to general concerns about the future of these disciplines on campus.

Three points stand out:

1. Two crucial dimensions of the arts—film and dance—have only a minimal and sporadic representation in the curriculum.
2. There are no interdisciplinary arts courses or programs at Lawrence, though the university has emphasized such links in other areas of the curriculum in recent years.
3. A review of student transcripts shows that a great many students, especially those in the sciences, fail to obtain any formal exposure to the arts during their four years at Lawrence.

Courses of action included: the introduction of a distribution requirement in the fine arts; the addition of courses in film, dance, and interdisciplinary arts topics; the creation of courses to link the arts with other areas of the curriculum; and an arts week, or "Paideia," modeled on a similar program at Reed College.

Lawrence University believes that its assessment of the arts has been enlightening, and that measures introduced as a result of the study have already had, or will soon have, a beneficial impact.

MISSISSIPPI STATE UNIVERSITY,
Mississippi State, Miss. - $10,000 -
Ralph E. Powe, Project Director

Purpose:

to develop a unique graduate program in architecture, focusing on the research and design of the American small town.

Results:

1. A two-day multidisciplinary symposium dealing with tradition and change in the American small town.
2. External reviewers from the University of Maryland and the University of Oregon spent three days on campus to review MSU's plans for graduate education. Curricular offerings and objectives were fine-tuned in response to their observations.
3. A multimedia presentation package prepared by the graduate committee was presented at a regional conference of architectural students during the 1981 summer and fall semesters.
4. Approval was given during the fall semester of 1981 for the graduate program. April 1982 was set as the applications deadline for admission into the first graduate class. A booklet outlining specific curriculum information was also printed for students responding to announcements for the new program.
5. Another conference focusing on small town research and design was scheduled for March 31 to April 2, 1982.

MOREHEAD STATE UNIVERSITY,
Morehead, Ky. - $5,000 -
Dr. James M. Gifford, Project Director

Purpose:

to underwrite faculty travel and research related to the development of an Appalachian Studies minor.

Progress Report:

During the summer of 1981, a general announcement was made that 20 travel and research grants of $250

each were available. Faculty members expressed some interest in the awards, but most had already made summer plans, and wanted to postpone application until 1981-1982. One grant was awarded to a member of the English Department who attended a three-week course in Appalachian literature at Berea College. The grant will help him develop a course on the life and works of Appalachian writer Jesse Stuart.

To maximize the grant's benefits by allowing more faculty to have an opportunity to participate, the Foundation approved an extension of the grant period in December 1981. The project director plans to use the additional time to work with faculty members who are directly involved in the development of the Appalachian Studies minor.

UNIVERSITY OF ALBERTA,
Edmonton, Alta., Canada - $10,000 -
M.I. Assheton-Smith, Project Director

Purpose:

to investigate possible structures for a program to serve native peoples, attract native students and enhance curricular offerings.

Results:

Funds were used to gather the information needed to plan the program. This included collecting material on other Native Studies programs in North America, and visiting eight major programs at other universities. Planning also included a March 1981 conference that brought together Native Studies speakers and resource people from the United States and Canada to discuss the structure of and various approaches to developing such a program.

Information also was sought to identify methods for incorporating the Native Studies program into the curriculum. A draft proposal was submitted to the institution's decisionmaking bodies in October 1981.

UNIVERSITY OF COLORADO AT BOULDER,
Boulder, Colo. - $10,000 -
Harrison R. Shull, Project Director

Purpose:

to conduct self-study and planning aimed at improving instructional computing in all Boulder campus programs.

Results:

A task force was charged with carrying out a program of information-gathering, demonstrations, workshops and planning for curricular change aimed at the systematic improvement of instructional computing in Boulder campus programs.

The task group's findings stressed that academic computing, communication, and information-processing services are central to institutional excellence, and urged the university to adopt these goals and techniques for improvement of its educational offerings.

Other activities conducted during 1982 under the task group auspices included:

1. One-day visits to the Boulder campus by professors and directors from five peer universities.
2. Workshops and/or seminars for faculty, usually involving hands-on use of personal computers.
3. Appointment of task group subgroups to address specific issues related to the instructional computing program.

WABASH COLLEGE, Crawfordsville, Ind.
- $5,000 -
Paul C. McKinney, Project Director

Purpose:

to study how faculty and students can use the new word-processing technologies, and to offer recommendations for developing a master plan to expand the college's computer system based on computer-literacy surveys.

Results:

The college brought in consultants to discuss the applicability of computers to humanities coursework after surveying current on-campus computer use and determining new approaches that might prove feasible. The use of word processing in the writing courses was explored. A program from the University of Minnesota was adapted for use at Wabash, and the first two experimental classes were taught in the fall of 1983. Wabash researchers predict that their experimental word processing program will improve the editing skills of 65 to 75 percent of all incoming freshman classes within two years.

Wabash will share the results of the study with other institutions at conferences and through publications.

Physical Development and Resource Centers

IOWA STATE UNIVERSITY, Ames, Iowa
- $10,000 -
Daniel J. Zaffarano, Project Director

Purpose:

to study obsolescence rates and maintenance costs of research equipment.

Results:

The university's pilot study was conducted in connection with a national survey of research equipment needs proposed by the National Science Foundation. With the cooperation of researchers and equipment suppliers, Iowa State tracked obsolescence rates and replacement, service and maintenance costs for the equipment used in the study.

Most researchers consulted agreed that the life cycle concept of measuring obsolescence was the best approach. This approach relies largely on the expert opinion of consumers or researchers, by analyzing the importance they place on the various measures associated with the technology.

The study recommends building data banks for various types of research equipment already available. These data banks would then be updated annually or as new models are introduced.

The documentation in this study of procedures used, difficulties encountered, and problems of assessment should lead eventually to a procedure applicable on a national level.

Advising and Support Services

BARUCH COLLEGE, CUNY, New York, N.Y.
- $5,000 -
Ronald C. Schurin, Project Director

Purpose:

to study the factors leading to student attrition by examining attrition-related policies and programs and by comparing the experiences of students who left voluntarily or for academic reasons after their first year with those of students who remained.

Results:

The study revealed that:

1. To improve retention of good students, the college should enhance the visibility of support services, and broaden schedule flexibility.
2. To improve retention of remedial students, the college could develop its remedial programs.

This approach has also been used to study attrition rates in the college's graduate business program.

NOTRE DAME COLLEGE, Manchester, N.H.
- $5,000 -
Sister Renee A. Provost and Marie E. Vance, Project Directors

Purpose:

to support the activities of a Student Retention/Attrition Task Force.

Results:

The task force was composed of faculty, administrative staff and student representatives. Members compiled and interpreted national, regional, state and local population statistics, enrollment and student attrition trends. Recommendations based on the findings were then developed.

In addition, a committee of academic deans and administrative staff members from the task force reviewed the college catalog to identify discrepancies between catalog descriptions of college life and per-

ceptions by upperclassmen. Other objectives were to remove outdated catalog information and incorporate data on course expectations, student body composition, graduation and attrition rates, job placement statistics, accurate cost projections, graduation requirements and student services.

The grant enabled the college to send representatives to workshops on successful retention strategies. In addition, it made possible the creation of an umbrella unit for academic advising and peer tutoring called the Learning Resource Center. The center is addressing the special educational needs of the Franco-American population the college serves.

As a result of the focus on retention/attrition, the faculty developed and approved a new program that places freshmen in English classes on the basis of their ability or the amount of remedial work needed.

Needs of Specific Groups

DELAWARE STATE COLLEGE, Dover, Del.
- $10,000 -
James E. Lyons, Project Director

Purpose:

to assess the impact of increasing enrollments of nonblack students at this historically black college.

The study sought to determine (1) how active a role the nonblack students are playing in the life of the college, (2) what changes they believe the college will have to make in order to meet their needs, (3) the sensitivity of administrators, faculty and student leaders to the white students, and (4) whether the college should change its mission.

Results:

To implement the study, a 34-item questionnaire was mailed to a random sample of 462 white students enrolled at the college during spring 1980. Usable questionnaires were returned by 236, or 51 percent, of the students. Data gathered pertained to: (1) personal background, (2) occupational goals, (3) circumstances pertaining to enrollment, (4) feelings about the college and its mission, and (5) participation in extracurricular activities. The findings revealed that: (1) the demographic characteristics of white students are different from those of the overall student population, (2) cost and location are major reasons why white students attend the college, (3) white students are not interested in participating in the day-to-day activities of the campus even if they are made available, (4) while some racial issues are evident, white students appear to be most concerned about the quality education offered, (5) a majority of the white students do not believe that the college has to play down its black heritage in order to continue to attract white students, and (6) white students do derive social/human relations benefits from attending a historically black institution.

Among the conclusions that Delaware State reached are: (1) the college can expect a large number of white students to enroll, and the challenge facing the institution may be in the areas of addressing a nontraditional student population as opposed to a new racial clientele. Delaware State must plan for, and be prepared to meet, the unique needs of these students. (2) The vast majority of the white students are interested in receiving a quality education, which will lead to a marketable degree. (3) The college can continue to preserve its traditions as a historically black college while offering a quality education to all students. Its historic mission should therefore remain intact.

NORTHWESTERN UNIVERSITY, Evanston, Ill.
- $10,000 -
Clarence L. Ver Steeg, Project Director

Purpose:

to evaluate the effectiveness of policies concerning the admission of foreign students and selection of fellows in the graduate school.

Progress Report:

Northwestern studied the success rates of graduate students and created assessment models that can be applied to other institutions. Study conclusions indicated that students who are awarded fellowships in their first year are more likely to complete their degrees and complete them in a shorter time than those who are not funded their first year.

Another conclusion of the study was that foreign students with TOEFL scores of 500-550 are as likely to complete their degrees as those with higher scores.

OBERLIN COLLEGE, Oberlin, Ohio - $10,000 - Edith S. Kaufman, Project Director

Purpose:

to convene a national conference on coeducation.

Results:

On March 11-13, 1983, Oberlin had its Sesquicentennial Conference, "Coeducation: Past, Present, and Future." Keynote speaker Alice Rossi discussed "Educating Men and Women Together: Coeducation in a Gender-Stratified Society." Panel members discussed what a woman should learn, the coeducational model, male presence in coeducation, and the equality of "equal education." A panel of college presidents discussed "The Choice and Challenge of Coeducation." The closing address, "New Consciousness, Old Institutions: The Need for Reconciliation," was delivered by Catharine Stimpson.

STANFORD UNIVERSITY, Stanford, Calif. - $5,000 - Herant Katchadourian, Project Director

Purpose:

to examine the performance of female students in courses related to the specific skills for which women report lower self-evaluations, and to analyze women's overall academic performance.

Results:

The university completed an analysis of data linking student academic performance and self-perceptions of abilities for the 1979-1980 graduating class. Findings revealed sex-related differences in a number of areas—for instance, men receive higher grades in most areas of engineering, the natural sciences, mathematics and the fine arts. But it also appears that other variables, such as concentration in a major field of study, have greater substantive effects on grading differences than do gender variables.

Tentative conclusions drawn from the study are that perceptions of abilities are not well aligned with actual classroom performance and that women tend to exaggerate the degree to which their performance in traditionally male areas is not up to par with that of men. The problem for women seems to be based on a lack of self-perception and confidence rather than a lack of ability.

ST. OLAF COLLEGE, Northfield, Minn. - $10,000 - Dr. Keith O. Anderson, Project Director

Purpose:

to plan activities and programs in which St. Olaf and a specific high school—or several high schools with a common interest—can cooperate.

Results:

"Humanities in Dialogue with Change," a joint faculty development-enrichment symposium, presented on June 6-10, 1983, which received the commendation of Dr. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching.

An advisory committee with both on-and off-campus members worked with the director of continuing education and the dean of the college to plan an expanded program of courses and activities for secondary school students.

UNIVERSITY OF CALIFORNIA, BERKELEY, Berkeley, Calif. - $10,000 - Sucheng Chan, Project Director

Purpose:

to study the impact of contemporary Asian immigration on undergraduate education at the University of California, Berkeley.

Progress Report:

The first phase of the project has been completed. It consists of a statistical analysis of the academic characteristics of Chinese, Japanese, Filipino, Korean, Vietnamese and Asian-Indian students, as well as of Asians as a whole. The study treats the number and rate of increase of undergraduates of Asian ancestry between fall 1976 and 1980, the percentage of American-born versus foreign-born students, the citizenship and visa status of the foreign-born, their home location and academic characteristics—such as SAT scores, academic majors, and the historical and psychological factors that influence their choice of majors, which are predominantly in engineering and science.

Two research assistants were hired to analyze student transcripts by individual departments and to carry out pilot interviews with students in the spring quarter of 1984.

Inquiries have been received from other colleges interested in carrying out similar studies.

UNIVERSITY OF MARYLAND, Adelphi, Md. - $10,000 -
Dr. Malcolm Moos, Project Director

Purpose:

to determine potential demand for part-time education in the Baltimore/Washington area by surveying the surrounding seven-county region and area businesses to determine programs needed and level of participation.

Results:

The survey revealed that only 50 percent of educational needs and 75 percent of training needs are currently met by educational institutions and training programs. There are unmet educational demands for professional employees in technical areas and management training that are expected to expand as the number of employees increases during the next five years.

The study concluded that the continuing education market could be divided into demand for professional courses, management courses, and technical courses for all levels of employees. Though approximately 33 percent of employees participate in training or education programs, their number represented only half of what business and industry see as needed education and training. The current part-time enrollment in the Baltimore-Washington region is not representative of total demand. Although growth in the part-time educational market should occur through normal population increases, further expansion is possible by responding to the unmet needs of business and industry.

The study is expected to aid the university in planning programs for the next several years. The school plans to distribute the survey report to other regional institutions that may also find it helpful.

UNIVERSITY OF WISCONSIN - GREEN BAY, Green Bay, Wis. - $10,000 -
Dr. Thomas P. Hogan, Project Director

Purpose:

to investigate the study habits and patterns of adult students.

Results:

A random sample of approximately 30 adult students (over age 25) and a matched group of younger students participated in interviews and kept running records of their study habits, patterns and difficulties throughout an entire academic year.

In general, adult and younger students showed similar patterns in terms of how much they studied, what activities they were engaged in while studying, and the time distribution and places of study.

There was some evidence that adults may study slightly more per credit hour carried than do younger students; suggestions for further examination of this issue were made. Also, while the total number of difficulties encountered in studying were about the same for adult and younger students, the character of the difficulties was noticeably different. However, both adults and younger students reacted very favorably to having a mixture of age groups in their classes. The report concludes with a number of recommendations for working with adult students and for future research.

The final report is available as an ERIC document (#ED240935).

Market Research, Admissions and Public Relations

WHITMAN COLLEGE, Walla Walla, Wash. - $10,000 -
William D. Tingley, Project Director

Purpose:

to conduct an admissions market survey in order to better define the college's present and potential market by examining students', parents' and high school counselors' attitudes toward Whitman.

Results:

This research was designed to provide a factual foundation for strategic planning to improve the college's ability to recruit well-qualified students.

The research indicated that Whitman could improve its position as an attractive educational option in the Seattle area by creating a bond of identity with prospective students and their parents.

It was concluded from the study that:

1. The choice of a college is a crucial "life event" for both students and their parents.
2. Whitman has good potential for improving its position in the greater Seattle area.
3. To be a potential college choice, a school must be perceived as the right kind of place "for people like me."

The college established a task force of representatives from all areas of its administration and planned to engage outside communications experts to:

1. Intensify its admissions recruitment program in the Seattle area.
2. Focus its marketing and communications efforts on students, who are the critical decision-makers.
3. Reach prospective students at an earlier point in the college selection process.
4. Develop a communication strategy to make Whitman stand out as the college choice for Seattle area prospects and their parents.
5. Refine its recruitment tactics to capitalize on its potential in the Seattle area.

1980 Educational Award Recipients

Baruch College, CUNY, New York, N.Y.
Ronald C. Schurin, Project Director.

$5,000 to analyze the factors leading to student attrition at Baruch.

Bryn Mawr College, Bryn Mawr, Pa.
Mary Maples Dunn, Project Director.

$5,000 for a study of the feasibility of implementing a five-year A.B./M.A. program in fields for which the M.A. is a terminal degree for employment.

Columbia University, New York, N.Y.
E. Kirby Warren, Project Director.

$10,000 for a long-range strategic planning project of the Graduate School of Business.

Delaware State College, Dover, Del.
James E. Lyons, Project Director.

$10,000 for an assessment of the impact of an increasing number of nonblack students on the academic support services of the institution.

McGill University, Montreal, Que., Canada.
Edward J. Stansbury, Project Director.

$10,000 to enhance a self-study project under way to plan the university's response to its rapidly changing environment.

Mount Holyoke College, South Hadley, Mass.
Joan B. Davis, Project Director.

$10,000 for a series of internal studies on faculty retirement, considering the short-term difficulties caused by legislation raising the retirement age to 70.

Notre Dame College, Manchester, N.H.
Sister Renee A. Provost and Marie E. Vance, Project Directors.

$5,000 for activities of a Student Retention/Attrition Task Force.

University of Alberta, Edmonton, Alta., Canada.
M.I. Assheton-Smith, Project Director.

$10,000 to investigate possible structures for a program to serve native peoples, attract native students, and enhance curricular offerings.

University of Maryland, Adelphi, Md.
Dr. Malcolm Moos, Project Director.

$10,000 for a comprehensive examination of the potential demand for part-time education in the Baltimore/Washington, D.C., region.

1981 Educational Award Recipients

California State University, Fullerton, Fullerton, Calif.
Dr. David L. Walkington, Project Director.

$10,000 to study the impact of extended education offerings on the university.

Converse College, Spartanburg, S.C.
Frederick F. Ritsch, Jr., Project Director.

$5,000 to initiate a project to integrate liberal arts education and career education.

Duke University, Durham, N.C.
Susan H. MacDonald, Project Director.

$10,000 to continue its "Planning for the Eighties" effort.

Evergreen State College, Olympia, Wash.
Barbara L. Smith, Project Director.

$10,000 to convene a national conference on alternative higher education in the United States.

Harvey Mudd College, Claremont, Calif.
Theodore Waldman, Project Director.

$2,600 to fund a faculty study of the college's humanities and social sciences program, which complements the institution's engineering and physical science programs.

Mississippi State University, Mississippi State, Miss.
Ralph E. Powe, Project Director.

$10,000 to develop a unique graduate program in architecture, focusing on the research and design of the American small town.

Morehead State University, Morehead, Ky.
Dr. James M. Gifford, Project Director.

$5,000 to underwrite faculty travel and research related to the development of an Appalachian Studies minor.

Stanford University, Stanford, Calif.
Herant Katchadourian, Project Director.

$5,000 to investigate female students' performance in courses related to the specific skills for which women report lower self-evaluations and to analyze overall academic performance by women.

University of California, Berkeley, Berkeley, Calif.
Sucheng Chan, Project Director.

$10,000 to study the impact of contemporary Asian immigration on undergraduate education at the University of California, Berkeley.

Whitman College, Walla Walla, Wash.
William D. Tingley, Project Director.

$10,000 to conduct an admissions market survey, better defining its present and potential market and examining the attitudes of students, parents, and high school counselors toward Whitman.

1982 Educational Award Recipients

Iowa State University, Ames, Iowa.
Daniel J. Zaffarano, Project Director.

$10,000 for a study of the rate of obsolescence and maintenance cost of research equipment.

Lawrence University, Appleton, Wis.
J. Michael Hittle, Project Director.

$5,000 to study the nature and place of the arts at Lawrence University.

Mount Senario College, Ladysmith, Wis.
Dr. Paul Meszaras, Project Director.

$5,000 for a study of the strengths and weaknesses of the institution that are critical to student success.

Northwestern University, Evanston, Ill.
Clarence L. Ver Steeg, Project Director.

$10,000 to evaluate the effectiveness of policies concerning admission of foreign students and selection of fellows in the graduate school.

Oberlin College, Oberlin, Ohio.
Edith S. Kaufman, Project Director.

$10,000 to convene a national conference on coeducation.

St. Olaf College, Northfield, Minn.
Dr. Keith O. Anderson, Project Director.

$10,000 for exploration and development of outreach activities.

University of Colorado at Boulder, Boulder, Colo.
Harrison R. Shull, Project Director.

$10,000 for self-study and planning aimed at introduction and improvement of instructional computing in all Boulder campus programs.

University of Wisconsin-Green Bay, Green Bay, Wis.
Dr. Thomas P. Hogan, Project Director.

$10,000 to investigate study habits and patterns of adult students.

Wabash College, Crawfordsville, Ind.
Paul C. McKinney, Project Director.

$5,000 to study applications of new word-processing technologies to faculty and students.